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ABSTRACT

An overview is presented of a course in curriculum development generated by a workshop at the Kenya Institute of Education. Suggestions for the planning of the course are based on the fundamental concepts to be addressed. These concepts include the philosophical question of what is educational development: the dynamics of social change, education, culture, science, and technology: the role of universities and researchers in development: and cooperation between institutions and individuals for resolving the issues in educational development. Four objectives which participants who complete the course are expected to be able to do are stated: (1) Explain the factors which determine curriculum strategies in their countries in terms of the relationship between education and development: (2) Analyze educational data available in any given African country to explain predominant features of its educational systems and the reasons for the structures: (3) Identify educational needs after analyzing a given country's educational data: and (4) Demonstrate their own understanding of the concepts of education and development. (JD)

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ED195496

AFRICAN CURRICULUM ORGANISATION (ACO)

BASIC TRAINING COURSE IN SYSTEMATIC CURRICULUM DEVELOPMENT

COURSE SEVEN:
EDUCATION AND DEVELOPMENT (1)

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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AFRICAN CURRICULUM ORGANIZATION

BASIC TRAINING COURSE IN SYSTEMATIC CURRICULUM DEVELOPMENT

COURSE SEVEN

UNIT 1: EDUCATION AND DEVELOPMENT I

Editor's note

The available study materials of Course Four"Education and Development," so far, are:

- Unit I: an overview of objectives and layout of the course, as planned during the writing workshop, with an analysis of some key concepts, followed by short references to important areas which need elaborating, and

- Unit 2: an investigation of the key concepts and their relationship to another, from an economic/political point of view.

  Readers are asked to appreciate that the present contributions to these materials were made under considerable time pressure, and are necessarily incomplete.

OBJECTIVES

At the end of this course the participants will be able to:

1. Explain the factors which determine curriculum strategies in their countries in terms of the relationship between education and development.

2. Analyse educational data available in any given African country to explain predominant features of its educational system and the reasons for the structures obtaining.

3. Identify educational needs after analysing a given country's educational data.

4. Demonstrate their own understanding of the concepts of Education and Development.

Suggestions for the Planning of the Course

1. Concept of Education
   - . What is education
   - . What are the aims of education?
   - . Education and society

2. What is Development?
   - . The concept of development in the 1st United Nations Development Decade
   - . Concept of development 2nd United Nations Development Decade
   - . New International Economic Order

3. Social Change
   - . Dynamics and Process of change
   - . Educational implications of social change
   - . Exchange of information - personal for purpose of development
   - . Agents of change
   - . Characteristics of resistors and innovators

4. Education and Culture
   - . Concept of culture
   - . Language as a vehicle of culture - the use of African language in education
   - . Traditional African Education - tradition and modernity: implications of curriculum development
   - . Language and communication for development
   - . Religious and moral education

5. Science and Technology in Development
   - . The role of science and technology in development
   - . Technological innovation and their implications in education system
   - . The development of problem solving skills.

6. Participation in Development

. Interrelationship between Development, Participation and Education in the African context
  (a) Development as a concept leading to better quality of life
  (b) Participative role of people as individuals and as groups
  (c) Role of education in enhancing further participation by people in the development process
  (d) Medalities of participation.

7. The Role of Universities in Development

. The University as the custodian of culture
. The University as an agent of change
. The University and training of skills
. The University as a service agency - involvement in community and national development programmes.

8. Research in Education

. Educational research as a major determinant of educational planning management, and implementation, and national development.
. What is educational research?
. What type of research?
. Communication and dissemination of research.

9. Cooperation for Development

. Coordination of development projects at national level
. Coordination at sub-regional level
. BERC, EARMP,
. Regional : NEIDA, SEPA, ASSP, ACO, ATEA
. International - How International Cooperation is helping or can help in the realisation of the objectives and priorities of development
. Strategies for improving and strengthening for improving and strengthening international cooperations.
. The New International Economic Order.

10. **Issues in Education Development**

- Ruralisation of education
- Vocationalisation of Education
- Education and productive work
- Mass and Basic education
- Education for international understanding

1. Suggested Methodology

Face to face lecturers leading to discussions by participants to ensure that the major concepts are clearly understood by all participants, use of newspapers and other periodicals, films, radio broadcasts on current events and issues, student papers written periodically, Roundtable discussions, Talks given by guest speakers, case studies, cross-cultural studies, textbooks and publications (e.g. Reports of the United Nations and its Specialist Agencies, journals published by Foundations etc).

Suggested Teaching Approaches

- Face to face lectures
- Textbooks, Reports, Periodicals and relevant documents
- Audio-Visuals - films, slides, oHP, Cassette recordings, documentaries on social issues and programmes
- Round-table discussions led by guest speakers
- Debates on current issues
- Student papers for seminar discussions
- Case Studies

Reading

UNESCO, IBE: Understanding Change in education - 1973
Educational reforms and innovations in Africa 1978

Development of the Course

The course Education and Development calls for a clear understanding of important concepts and related issues of every day interest both at national and international levels. This course is one of those courses best considered under the nomenclature "Current Affairs". To start with, two important concepts are involved.

1. EDUCATION

The question is what is 'Education'?
"If a nation expects to be ignoranta and free it expects what never was and never shall be!" This rather axiomatic assertion notwithstanding, it is important to bear in mind that education alone cannot solve the world's problems,

Belief in education as an automatic civilising force has declined as man's troubles have. Education alone cannot solve the world's problems, the famous phrase of H.G. Wells, that civilisation is a race between education and disaster, went too far. Belief in education as an automatic civilising force has declined as man's troubles have continued to mount in behavioural areas which education was typically supposed to affect, such as social responsibility and world peace and the reduction of violence and crime - though some will say this is the result of bad education. At the same time recent studies and research also undermine earlier optimistic claims as to the role of education in creating movement between social classes.

"Those who believe today that education can change the course of civilisation base their view less on automatic gains from education than on the possibilities of fundamental change in education itself, some like the Paulo Freire see it as a direct means of intervening in favour of the 'oppressed' against 'oppressors' in unjust societies, though there is no consensus as to how this should be done.

Whatever the disappointment with the overall civilising role of education, few will deny that nevertheless the spread

of education to reach the world's illiterate masses remains one of the main hopes of stopping the excessive population growth and low productivity which threaten the future of the future of the world economy as well as one of the chief means of creating a more socially just society." (H.M. Phillips in Basic Education: a world challenge - measures and innovation).

Let us now return to the question, "What is education"? Consider these definitions:

(a) "Education is man's going forward from cocksure ignorance to a thoughtful uncertainty."

(b) John Stuart Mill gives education much wider frontiers than many have done, it embraces in his judgement not only the deliberate processes of school and college but much more including even indirect and incidental influences. 'Not only does education include,' he claimed, 'whatever we do for ourselves and whatever is done for us by others for the express purpose of bringing us nearer to the perfection of our nature, it does more: in its largest acceptation it comprehends even the indirect effects produced on character, and on the human faculties, by things of which the direct purposes are quite different, by laws, by forms of government, by the industrial arts, by modes of social life, nay, even by physical facts not dependent on human will by climate, soil and local position'. But, summing up, he suggests as the core of education: 'the culture which each generation purposely gives to those who are to be its successors, in order to qualify them for at least keeping up, and if possible for raising the level of improvement which has been attained'.

(c) In recent years John Milton's definition has had a considerable vogue: 'I call, therefore, a complete and generous education, that which fits a man to perform justly, skillfully, and mananimously all the offices, both private and public, of peace and war.'

We need not be so concerned about definitions. Useful as they are, they must never become our masters. What is important in defining concepts is that when appraising definitions it is well to have regard to their context in terms of when they were used and under what circumstances they were used.

Aims of Education

Has education aims?

(a) Even Aristotle found the task overwhelming as he searched for the answers some 2,500 years ago. 'We must leave out of sight,' he observes, 'the nature of education and the proper means of imparting it. For at present there is a practical dissension on this point, people do not agree on the subject which the young should learn, whether they take virtue in the abstract or the best life as the end to be sought, and it is uncertain whether education should be properly directed rather to the cultivation of the intellect or the moral discipline. The question is complicated, too, if we look at the actual education of our own day, nobody knows whether the young should be trained at such studies as are merely useful as means of livelihood or in such as tend to the promotion of virtue or in the higher studies, all of which have received a certain number of suffrages. Nor again, if virtue be accepted as the end, is there any agreement as to the means of attaining it....'

(b) 'Education as such' wrote John Dewey under this heading, 'has no aims. Only persons, parents and teachers, etc. have aims, not an abstract idea like education. And consequently their purposes are indefinitely varied, differing with different children, changing as children grow and with the growth of experience on the part of the one who teachers. Even the most valid aims which can be put in words will, as words, do more harm than good unless one recognises that they are not aims but rather suggestions to educators as to

how to observe, how to look ahead, and how to choose in liberating and directing the energies of the concrete situations in which they find themselves.' Nevertheless an examination to national development plans to all African countries show the priority accorded to educational development and generally the aims and objectives of education are generally very clearly stated.

5. Social Consideration and Curriculum Implications

Where do people go to obtain education? To be educated individuals must attend educational institutions commonly referred to as 'schools'. This leads us to another important concept. The concept of society. In our discussions on Background to Curriculum Development in Africa, we learnt that: Educational institutions do not exist in a vacuum. They are the embodiment of an ideal - the deal of the individual founder or the society in which they are built.

To justify their existence, they must fulfill two basic conditions: First, they must reamin relatively stable to continue to realise the purpose for which they were established. Scond, they must be sufficiently flexible to be relevant to the socio-economic cultural changes in the society.

As the fabric of society mirrors the thoughts of its people, the schools should catch the image and mould their programmes to fit the weave of the times. So curriculum change should result as demands are made by changing social institutions (Skeels, Own Tagen).

Definitions of "Society"

What is a society? What are the characteristics of any given society? What are the similarities and dissimilarities of society? If societies differ then the educational system of a given society is not an "exportable commodity" by another society. In the Africa context, who is to be educated?

Consider

(a) The Declaration of the Heads of State and Governments made at Addis Ababa in May 1973 - twelve years after the historic Addis Ababa Conference:

> "We, Heads of African States and Governments..... are convinced that the mobilising of the immense human resources of the continent in order to stimulate and guide the creative imaginations of Africans will accelerate the process of transormation of African economies and will rapidly improve the living conditions of our people ... (we commit ourselves) to guarantee to the whole population the right to education and to training within the context of African realities, by providing an education and training adapted to the needs and development goals of Africa ....".

(b) The theme of the Conference of Ministeres of Education of African Member States (MINEDAF) held in Lagos, Nigeria (27th January to 4th February 1976) was Basic education and Mass education in support of Development.

Both the Declaration of the Heads of State and Governments and the theme of the Lagos Conference of Ministers of Education present a very important point of departure from the call for reform made at the Addis Ababa and Nairobi Conference aimed at the reform of the formal school system.

The Declaration of the Heads of State and Governments at Addis Ababa "guaranteed to the whole population the right to education and training." While the theme of the Lagos Conference "Basic Education and Mass Education in support of Development" treated in depth how the innovative concept (of basic education) marks the beginning of a solution to the problems of providing education for all ...."

"Basic Education and Mass education in support of Development" would undoubtedly deserve to be taken up in commission and dealt with in depth. In this connection, I should like to clarify the meaning of a concept which has sometimes given rise to misunderstandings because that meaning has changed with the passage of time and because a rapid reading of the document before you may sometimes give the impression or ambiguity.

In my opinion, the expression "basic education" should be used to designate an initial phase or basic cycle of education. The principal idea here is to replace the criterion of duration by that of a phase of education which, as far as possible, will be common to people of different ages. The object of this phase of education will be not only to provide all the basic knowledge, but also to inculculate the attitudes, values and skills which everyone needs in order to realise his potential as an individual and be able to take an active part in the advancement of his community. (Mr. Amadou Mahtar M'Bow).

Given that the totality of the population has to be educated, the educational implications are that the structure of the educational systems inherited from the colonial area has to be drastically reformed and new curriculum providing for new contents, methods and techniques have to be designed to meet the interests, needs and aspirations of the different members of society.

Education cannot therefore be equated to school only, but must be provided through formal, non-formal and informal means.

"Education is an inalienable right which all should exercise"

II. THE CONCEPT OF DEVELOPMENT

(i) Development is a concept leading to better quality of life.

(ii) The participative role of people first as individuals and secondly as groups is essential for the success of any development programme.

(iii) Education plays an important role in enhancing fuller participation in the development process.

(iv) There is, therefore, a logical interrelationship of Education, Participation and Development

What then is Development?

For the individual if it is a process by which one's overall personality is enhanced.

For society, the identity is collective. Development for society means development of the collective personality of society.

Consider

(i) The concept of 'development'in the 1960's i.e. "The Gross National Product (GNP) Theory and the "trickling down" of the benefits of development larger numbers of people.

IMPORTANT KEY AREAS FOR CONSIDERATION (to be expanded throughout the course)

I. RESOLUTION IV: TECHNICAL AND VOCATIONAL EDUCATION

The conference:

Invites the African government:

1. To create among the peoples the motivation which prepares the way for setting up and developing the basic structures that are necessary for introducing scientific and technical innovations,

2. To grant real priority to scientific education and technical training, particularly in agriculture, and to reverse the present trend of falling proportions of students going to technical and vocational schools in some African countries,

3. To take steps to obtain the participation of scientists, engineers and other specialists in national planning and to revise any policies which tend to exclude scientists and engineers for access to top policy-making positions in government administration,

4. To ensure that ministries whose activities are primarily concerned with the application of sicence and technology are staffed at policy-making level by administrators with professional qualifications in the appropriate field.

5. To plan the development of technical education in close agreement with economic development plans in collaboration with the economic concerned, to set up the appropriate coordination agencies, to adopt adequate legislation to facilitate training and to ensure that trained personnel will find employment,

6. To make certain that technical training institutions are equipped in such a way as to give students satisfactory and adequate practical training,

7. To encourage those responsible for technical and vocational education to integrate as far as possible general cutlure, particularly in its national develop scientific and technological studies in such a way as to make increasing use of the African context and environment.

II. EDUCATION AND CULTURE

All cultures are of equal importance. There are grace consequences of the refusal to accept this self-evident truth: Racial prejudice hence world tension due to intolerance arising from the existence of semitism, negrophobism, Arabism, Zionism, nazism, facism, apartheid. "The Twentieth Century is the century of the colour line" (W.E.B. du Bois).

Consider: The recommendations of the African Inter-Governmental on Culture (Accra, 1977). "Since wars begin in the hearts of men it is in the hearts of men that the defence of peace must be built.

Science and Technology in Development

A careful study of the final Reports and Recommendations of the Nairobi Conference (1968) and the Dakar Conference (1974) on the Role of Science and Technology in Development. The Nairobi and Dakar Conference are generally referred to as CASTAFRICAI and CASTAFRICA II respectively. Consider the following Resolutions:

III. Communication and Development

Carefully study and criticise analysis of the debates on Communication during the 19th Session of the General Conference of UNESCO held in Nairobi 1976.

Consider, the Role of the Mass Media in national affairs and development and as an educative agent' in any given society. Consider the importance of the 'Rural Press' such as the Rural Press in the Republic of Mali with its publication the KARIBU published in Bambara one of Mali's main national languages OR the GAME SU in the Republic of Togo published in EWE language. Consider the importance of the use of the African languages. What are the political and pedagogical implications?

(i) Authenticity and modernity in education are an effective combination for rejecting, at the level of institutions

and at the level of content, imported patterns and ready-made formulae. The receptivity of educational systems and individual experience towards the universal heritage of knowledge as well as the harmonising of educational institutions with the other national institutions on which development and progress depend are contingent thereon. They ensure intellectual and scientific independence, protect against alienation and subjugation, and facilitate dialogue on a universal scale in the spirit of the new international order.

2.5. These pressing requirements must be satisfied by the full and complet restoration of the national languages as languages of instruction. Whilst they correspond to the profound aspirations of the general public, and ensure for the present and the future the reconciliation that the African needs with his environment and his integration into society at large, they place the educational effort in a new dialectical relationship which ensures the dissemination of culture and knowledge in society and the intellectual emancipation of the community by the elimination of any elite status.

An approach of this kind should lead to the revival of the national languages as vehicles of scientific and technical progress, it will enable our societies, freed from all the effects of foreign domination, to contribute in their own unique way to the fruitful dialogue upon which the full development of the various civilisation depends.

This promotion of African national language does not preclude, but on the contrary lends itself to a pragmatic and functional use of foreign languages for the purpose of fruitful exchanges on a basis of equality."

IV. National and International Co-operation and Development

Consider:

(i) The creation of the Networks of Educational Innovation for Development in Africa (NEIDA). The priorities of the NEIDA programme. The operation of the Network.

The exchange of information and personnel.
The concept of 'TCDC'.

Consider:

(ii) How international Cooperation is helping, or can help in the realization of the objectives and priorities of education and the development in Africa.

Consider:

(iii) The strategies necessary for improving and strengthening international cooperation.

V. Research

What role does research play in the process of education and development? "Action-oriented" research? "Problem-solving" research? Research as a major determinant of educational planning policy and management. Who does the research and what are the precautions?

5. The Study of Education and Development through the Issues and problems" approach is very useful. It provokes thought, calls for a critical and objective assessment of the "issues of the day" and makes learning and teaching relevant to societies problems calling for solution.

Consider, for example, just two issues:

1. The Role of African Universities in national development
African Universities have, it is true, made many attempts to develop their extramural educational activities for young people and adults but it seems to me essential that still greater efforts be made in this field: universities should not only be placed where elite is trained but their influence should extend to the whole community. In order to do this they should assume three different but complementary roles, those on training, research and production. It is because they are all too often inward-looking and their members in many cases look toward the universities of developed

countries a rather than at the realities of the world which they are called to serve that many universities or certain parts of those universities appear to be superimposed bodies.

Universities should also bring together research workers in the natural sciences, the social sciences and the humanities in order to enable them to study ways of encouraging the harmonious development of the community of which they themselves must form part.

Research must, of course, concern both pure and applied science if it is to lead to productive activity and promote expansion. In such a company as this it is hardly necessary to stress the particular importance which the application of science has for the continent of Africa. In all spheres, from the exploitation of mineral resources to agriculture, industrialisation or health, new research geared to the conditions and needs of Africa is particularly necessary because of the rich promise it holds out for the future. If science is to liberate rather than enslave, it is important that, like technology, it should be introduced in such a way as to make it accessible to the mases. In the case of education, universities could probably do still more. For example, the work of specialists in psychology, educational theory, linguistics and sociology, to name but a few disciplines, could usefully be linked more closely with that of the ministerial departments responsible for educational policy and reform, and with that of the research institutions which they have often established to assist them in their work.

VI. The United Nations Declaration on the Establishment of a New Economic Order (May, 1974)

The United Nations General Assembly in the Special Session in May 1974 reviewed the economic state of the world and produced a "Declaration on the Establishment of a New Economic Order based on equity, sovereign equality, interdependence, common interest and cooperation among all States, irrespective of their economic and social systems, which shall correct inequalities and redress existing injustices and make it possible to eliminate the widening gap between the developed and the developing countries and ensure steadily accelerating economic and social development in peace and justice for present and future generations."

The Special Session of the United Nations General Assembly was called because of the recent large increase of the world price of oil which is a serious setback to the economies of the developing countries other than the small minority which are producers of oil.

Events of this kind take their toll on educational development but how much cannot now be assessed. However this may turn out, it is obvious, that it is not possible in the long term to establish a new order based on equity, on the lines of the United Nations Resolution, if the poorer nations which make up the greater part of mankind continue to have vast numbers of their population growing up and entering adult life without a minimum of basic education. Economically this means a great loss of human resource potential, governmentally it makes much harder the task of administrative and political development which these countries face, socially it means tension between the educational priviledged and the deprived, for the individual it means loss of dignity and of opportunity.

There are also political points of no return. "When the highly priviledged are few and the desperately poor are many -

and when the gap between them is worsening to rather than improving it is only a question of time before a decisive choice must be made between the political costs of reform and the political risks of rebellion".
(Robert MacNamara to the Joint World Bank)

VI. Participation

"Development is not a cluster of benefits given to people in need, but rather a process by which a populace acquires greater mastery over its own destiny."

Therefore development is "endegenous" in its very nature. The people must be involved in the "development dialogue" and take responsibility for the decision taken as well as be involved in the development process. Interest in any development programmes for people stems from participation by the people, and participation leads to better understanding of how the creative energy of the people can be released and mobilised for development as well as to their committment to the achievement of the overall goals of the development programmes. What then is the best form such participation must take?

In essence, the development philosophy and objectives which we have enunciated centre around five core concepts which stand inseparably together:

1. Man as the end of development - which is therefore to be judged by what it does to him.
2. De-alienation of man, in the sense that he feels at home with the process of development in which he becomes the subject as well as the object.
3. Development of collective personality of man in which he finds his richest expression.
4. Participation as the true form of democracy.
5. Self-reliance as the expression of man's faith in his own abilities.

In the light of the fore-going an analysis and evaluation of the changing African education and training scene in relation to the goals of the National Development Plan of any African country will clearly result in a better understanding of the relationship between education and development.